Module Descriptor

Title	Clinical Midwifery Practice 1.3		
Session	2026/27	**Status**	Published
Code	MIDW07036	**SCQF Level**	7
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Health and Life Sciences**		
Module Co-ordinator	Susanne Morrison		

Summary of Module

This practice-based module develops foundational competence in normal midwifery care across the antenatal, intrapartum and postnatal periods, including newborn care. Students undertake three supervised clinical placements (community, inpatient and intrapartum) in Part 1, enabling progressive development of skills aligned to the Midwifery Practice Assessment Document (MPAD) and NMC Standards for Midwives (2019, updated 2024). Learning includes direct hands-on care, observation, communication, and early caseload-holding principles.

In this module students will undertake one Practice Learning Experience equating to a total of 288 hours, taking place in Term 3.

Students work at Dependent level, gaining confidence and coordination through supported participation in clinical activities. Practice Supervisors, Practice Assessors and an Academic Assessor provide structured feedback and assessment through the NMC tripartite model. Students experience 24/7 care environments and work with the multidisciplinary team to develop safe, compassionate and culturally responsive care. The module incorporates elements of Realistic Medicine, UNICEF Baby Friendly Initiative, UWS Graduate Attributes, SDGs, and Decolonising the Curriculum frameworks.

Brightspace is used to host placement preparation materials, reflection templates, MPAD guidance and digital learning resources. Leganto provides structured Essential and Recommended Reading lists aligned to learning outcomes.

MAPPING:

UWS Graduate Attributes:

This module supports the development of UWS graduate attributes by fostering academic, personal, and professional growth in midwifery students. Through engagement with practice-based learning, and reflective activities, students will enhance their ability to think critically, communicate effectively, and act with integrity and compassion. The module contributes to the development of graduates who are Universal, Work Ready, and Successful, in alignment with the "I am UWS" framework, and prepares students for professional registration and lifelong learning within midwifery practice.

Sustainable Development Goals:

Educate students to demonstrate clinical competency in relation to normal midwifery practice within the antenatal, postnatal, and intrapartum periods and including care of the newborn baby during the practice learning experience. Application of clinical competency skills are assessed by academic knowledge, competency in providing clinical skills framed

within development of professional behaviour (Nursing and Midwifery Council (NMC), Standard 3, 2024). This placement experience module contributes to the United Nations (UN) Sustainable Development Goals (SDGs) SDG-3 Good Health and Wellbeing; SDG-4 Quality Education.

United Nations (2023) Sustainable Development: The 17 Goals. Available from https://sdgs.un.org/goals

Realistic Medicine:

Realistic Medicine is an approach to healthcare that aims to put the person receiving care at the centre of decisions made about their care. Shared decision making and a personalised approach to care are key elements. It also aims to reduce harm, waste and unwarranted variation, whilst acknowledging and managing the inherent risks associated with all healthcare, and championing innovation and improvement.

The relevant resources which link to this module can be found here:

Shared Decision-Making Sway – https://sway.cloud.microsoft/3uW5jaPgQDCCbt7O?ref=Link

Shared Decision-Making Module – https://learn.nes.nhs.scot/24729

United Nations Children's Fund (UNICEF) Baby Friendly Initiative University Standards:

The Baby Friendly Initiative (BFI) strives to support families with infant feeding and developing close and loving relationships so that all babies get the best possible start in life (UNICEF 2023).

The module contents link to the following BFI themes/standards: 1.1, 2.4, 2.5, 2.6, 2.7, 3.10, 4.11, 4.12, 5.14, 5.15.

Decolonising The Curriculum:

The initiative of Decolonising Midwifery Education and Practice aims to promote inclusive, culturally responsive care, to raise awareness of disparities and enhance outcomes for women, birthing people, and babies from the global majority. It also aims to enhance the learning experience for all students, as well as improve the educational experience for global majority students. This BSc Midwifery module aligns with the Royal College of Midwives Decolonising Midwifery Education Toolkit (2023) Section 3 (Assessment) and Section 4 (Practice).

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☐	**Online**[3] ☐	**Work -Based Learning**[4] ☒
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Perform specified clinical skills contained within the Midwifery Practice Assessment Document (MPAD) in relation to normal midwifery practice within the antenatal, postnatal and intrapartum periods and including care of the newborn baby.
L2	Demonstrate development in Nursing and Midwifery Council (NMC) Standards of Proficiency for Midwives and Professional Behaviours in accordance with the Midwifery Practice Assessment Document (MPAD).
L3	Demonstrate effective communication strategies with women and their families during the antenatal, intrapartum and postnatal periods, including care of the newborn and support with chosen method of infant feeding.
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 7** Demonstrate knowledge and understanding of how to monitor and record maternal, fetal and newborn wellbeing from the theoretical principles and relate these to clinical midwifery skills and practice. Exercise an awareness of the essential components of midwifery care such as safe, respectful, holistic, person-centred care and apply this to the clinical placement area. Demonstrate knowledge and understanding of theory and evidence-based research and relate this to normal midwifery care.
Practice: Applied Knowledge and Understanding	**SCQF 7** Adopting a range of strategies including utilising cognitive and psychomotor skills and applying knowledge of essential midwifery practices to provide optimal care to women, newborn infants and their families. Practice with an understanding of the UNICEF Breastfeeding Initiative Learning Outcomes to enable mothers to develop a close and loving relationship with their babies and successfully establish and maintain breastfeeding. Apply and integrate learned theory within a clinical practice setting in relation to performance of specified clinical skills, these skills will relate to the 6 Domains of Practice and be recorded in the MPAD.
Generic Cognitive skills	**SCQF 7** Developing the skills required for assessing, planning, delivering and evaluating care delivered to women and their babies in accordance with

	routine care-planning strategies and through the use of the Midwifery Practice Assessment Document (MPAD). Reflect on practice, the rationale for normal midwifery and infant nutritional care from both the physiological and management perspective with active completion of a personal reflective portfolio.
Communication, ICT and Numeracy Skills	**SCQF 7** Demonstrating skills in a variety of communication methods such as oral, written, record keeping and evaluating literature from a range of resources. Recognising the verbal and non-verbal skills required for effective communication in midwifery practice. Awareness of potential barriers to effective communication and strategies to overcome them. Demonstrate effective communication skills for history taking and risk assessment. Understanding of adult learning approaches and an ability to integrate theory to practice. Including demonstrating skills in analysis of numerical and graphical information and a development of skills in medicines administration that comply with guidance from NMC and Royal Pharmaceutical Society guidelines.
Autonomy, Accountability and Working with Others	**SCQF 7** Under supervision and working collaboratively with Practice Supervisors and Practice Assessors to deliver evidence-based care during preconception, antenatal, intrapartum, postnatal periods and in the health neonate. Developing self-confidence, self-awareness, reflection, personal development planning and an ability to identify personal and professional boundaries at dependent level. Practicing in accordance with NMC Code of Professional Standards of Practice and Behaviour for Nurses, Midwives and Nursing Associates (2018). Identify and address own learning needs through active discussion and reflection with Practice Supervisor, Academic Assessor and Practice Assessor. During the module all students will be able to develop a self-confidence and self-awareness of strengths, that celebrates difference and that will enhance employability.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. The key learning and teaching strategy utilised in this module is clinically-based learning by both direct observation of, and participation in, the delivery of clinical care under direct supervision from a qualified midwife acting as a Practice Supervisor or Practice Assessor.. Students may also participate in clinical simulation scenarios within the clinical setting.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Practice-based Learning	288
Independent Study	3
n/a	
n/a	
n/a	
n/a	
TOTAL	291

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Essential Reading (Mapped to LOs) Macdonald, S. and Johnson, G. (eds.) (2024) Mayes' midwifery. 16th edn. Edinburgh: Elsevier Supports L1–L2 Marshall, J. and Raynor, M. (eds.) (2020) Myles textbook for midwives. 17th edn. Edinburgh: Elsevier. Supports L1-L3 Nursing and Midwifery Council (NMC) (2018) The Code. Available at: https://www.nmc.org.uk/standards/code/ Supports L2–L3 UNICEF (2024) UNICEF UK baby friendly initiative university standards. Available at: https://www.unicef.org.uk/babyfriendly/wp-content/uploads/sites/2/2019/07/Guide-to-the-Unicef-UK-BabyFriendly-Initiative-University-Standards.pdf.Supports L3 (communication, feeding) Recommended Reading Realistic Medicine NES resources Local health board guidelines Additional MPAD guidance documents TURAS modules
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:**

It is a requirement of the Nursing and Midwifery Council (NMC) that students complete all practice learning hours. Therefore 100% attendance in the Practice Learning Experience is required, although students who attend for at least 80% of the practice placement experience can be assessed. However, all absence in practice is required to be made up prior to exiting the programme to achieve the 100% attendance.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. This module is appropriate for all students. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, and reasonable adjustment can be made for individual students with different needs. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. The School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure, and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate. All learning materials, activities and scenarios will reflect societal diversity and a rights-based approach to midwifery practice to reflect the diversity of students. Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these standards. The Nursing and Midwifery Council (2019) have additional information regarding reasonable adjustments which can be found here: https://www.nmc.org.uk/supporting-information-on standards-for-student-supervision-and-assessment/student-empowerment/what-to expect/reasonable-adjustments-if-applicable/
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Mental Health Nursing Midwifery Health**
Overall Assessment Results	☒ **Pass / Fail** ☐ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	MHMH L7-8
Moderator	Liz Miller
External Examiner	C Kenyon
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**

Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Summative Assessment: Succesful completion of practice placements - (MPAD) Pass/Fail 100% weighting Completion of final assessment for each placement is required. Placements are assessed as pass or fail. The assessment will be undertaken by the Practice Assessor with feedback from all Practice Supervisors that have provided support during the placement. This practice-based module contains 1 practice placement, this placement must be passed in order to pass the module. Students will be practicing at Level 7 (SCQF Framework) this is defined as "Dependent Level" meaning students are dependent on the PS/PA to demonstrate practice, support in development of physical/social skills and development of professional demeanour and behaviours. The student can undertake clinical skills but will lack confidence, coordination and efficiency. As per the Programme Specifications students are entitled to a second diet for placements and a total of two fails across the full 3 year programme. Students with third fail will be exited from the programme. Students will submit a written reflection on placment experience using a reflective model within MPAD. (1000 words)
Assessment 2
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☒	☒	☒	☐	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who